

DOCUMENT RESUME

ED 153 666

JC 780 175

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TITLE Lifelong Learners: The Community College Adult Student With a Bachelor's Or Higher Degree.
PUB DATE 3 Apr 78
NOTE 26p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Adult Students; Bachelor's Degrees; College Choice; *College Graduates; Community Colleges; Educational Interest; Educational Objectives; *Enrollment Influences; *Junior Colleges; Nontraditional Students; Questionnaires; Surveys
IDENTIFIERS West Los Angeles Community College CA

ABSTRACT

Non-traditional adult students at West Los Angeles Community College (WLACC) who already had bachelor's or higher degrees were surveyed to ascertain why they had returned to college, why particularly to the community college, and what they expected to get from it. Questionnaires were mailed to 120 students who had completed the fall 1977 semester; 62 were returned. Findings indicated that those surveyed held 64 bachelor's degrees (two persons had two each) representing 34 colleges and universities and 31 different majors. Sixteen persons held master's and six held doctoral degrees. Only 17 respondents had attended community colleges prior to their enrollment at WLACC. Enrollment figures for fall 1977 and spring 1978 classes showed that individuals contacted were primarily interested in business related subjects (45 in fall, 40 in spring) and the humanities (17 in fall, 11 in spring). Among the most often cited reasons for attending WLACC were proximity to home (58), no tuition (43), and learning enjoyment (53). Information was also solicited on respondent familiarity with the use of various college programs and services, suggestions for future course and program planning, interests, and problems encountered in attending the college. Recommendations on how the college can make use of the survey responses are made. (TR)

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LIFELONG LEARNERS:
THE COMMUNITY COLLEGE
ADULT STUDENT
WITH A
BACHELOR'S
OR
HIGHER DEGREE

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APRIL 3, 1978

Submitted by:

JEANINE K. PETERS

JC 780 175

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Nearly a decade ago community college literature began to note and discuss the "non-traditional" student. At this time the "non-traditional" student was identified as the adult student, the part-time student, the minority student, the disadvantaged student, the returning woman, the veteran, the handicapped student as well as others identified with special needs. They appeared to make up a smaller percentage of the student population than the traditional, full-time, student coming directly from high school.

Now ten years later this "non-traditional" student is, in many community colleges, in the majority. And this majority, with its many subcategories, seems to be growing even larger — especially the adult student.

The adult student is now being recognized more and more in the literature as well as in actuality on campus. But these adult students have widely differing academic backgrounds. He or she may not have graduated from high school, may have graduated many years ago, or may already have a college degree. It is the latter category of the adult student that this study is concerned with: the individual who already has a Bachelor's or higher degree. Obviously, this student has a longer and more involved history — not only with life, but with the higher educational system itself. That history has shaped opinions and lifestyles and affects the student's attitude toward and demands on the community college. (1:55)

In examining this segment of the community college population an attempt has been made to assess why these individuals have returned to college, particularly the community college, and what they want from it.

In this day of declining full-time enrollments, the study focuses on how to meet the needs of this new and possibly growing population — the part-time, adult student.

Many questions can be asked. Why are these individuals attending the community college after "traditional" formal education has been completed? What has the community college to offer? How may the community college better serve them? What kinds of programs and services are needed now and in the future? Are there some services offered now or in the past that need to be revised or discontinued? Will this trend continue or decline and at what rate?

CONCEPTION OF THE STUDY

West Los Angeles Community College had identified through application and registration procedures that 10.4% of the student population applying for regular college credit courses possessed a Bachelor's or higher degree. As a result of other pressing demands there had never been a study done about this segment of the community college population.

In discussion with the Coordinator of Institutional Research and Development at West Los Angeles Community College, I decided to investigate the needs of the adult student with a Bachelor's degree or higher. Hopefully, this study would reveal how the community college can better serve this student.

IDENTIFICATION PROCESS AND PROCEDURES USED

First, it was decided that a computer search would be made in order to identify all individuals who had filed an application to enroll at the college for the first time in Fall, 1977 and had marked a P Card (Personnel Card) in the enrollment packet as having a Bachelor's degree

or higher.

The computer print-out requested from the district disclosed that 1,214 individuals with a Bachelor's degree or higher had filed to enroll for Fall, 1977 at West Los Angeles Community College and that 759 had completed the semester. Of the 455 individuals who did not complete the semester, it was found that they did not enroll for classes after filing their initial application, or they were enrolled for classes but were "no-shows", or they withdrew from classes during the semester, or they were excluded by the instructor, or they never pursued enrollment in another class after the original class they had enrolled in was cancelled at the beginning of the semester for lack of enrollment. These 455 "non-completers" form a sizeable group, just more than one-third of one semester's enrollees. It seems clear that a follow-up survey should concern itself with them and their reasons for withdrawal.

The print-out contained the following information on each individual: social security number, name, address, phone number, declared major including undecided, and age. Added to this information from another listing were the specific classes that the person had enrolled in and the status of this individual at the end of the semester.

At the beginning of the Spring, 1978 semester the P Cards were searched to identify Bachelor's degree or higher students. Then the P Cards were matched up by name with the computer print-out. Those who completed the semester and who had gone through the Spring registration procedure as of 30 January were selected for this survey. Thus this search was skewed in favor of the person who plans ahead, commits herself or himself and follows through for at least two semesters. Only 4,200 P Cards out of approximately 10,000 were available to me for the Spring,

1978 search, and a computer print-out was not available at this time. Therefore, this survey only includes 120 individuals. Whereas if more P Cards had been available, it is estimated that the survey could have included at least 450 or 500 individuals.

Second, a questionnaire and cover letter had to be devised and mailed to these selected individuals. (See Figure 2 and Figure 3) This had to be done immediately so that enough time would be available for returns to come in, be tabulated and be analyzed. (As this paper is being written, I am still receiving a return now and then, eight weeks after the mailing.)

ITEMS ON THE QUESTIONNAIRE

On the mailing 62 questionnaires out of 120 were returned — 51.6% of the individuals surveyed responded. The breakdown by sex was as follows: 120 questionnaires sent to 65 females and 55 males and 62 questionnaires returned from 33 females, 27 males and two returned without names. These individuals responded to the questionnaire in the following manner:

Items 1 and 2

In the Bachelor's degree category it was found that there were 64 degree mentioned. (62 persons had responded, but two persons had two Bachelor's degrees) Most individuals received a B. A. or B. S. degree, but the B. B. A., B. Ed., B. Architecture and B. Law were also represented. Thirty-four women and 28 men received these 64 degrees.

Thirty-four different colleges and universities were represented with UCLA (7), CSU Northridge (7), and CSU Los Angeles (6) predominating in California, but 22 of the 62 degrees were awarded out of the state.

Thirty-one majors were represented with English, Sociology, and



WEST LOS ANGELES COLLEGE

4800 Freshman Drive, Culver City, California 90230

Telephone (213) 836-7110

Herbert Zentlin, *President*

January 29, 1978

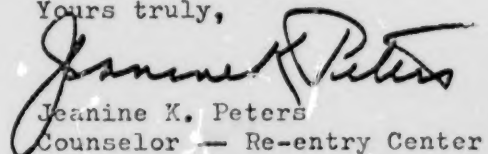
Dear West Los Angeles College Student:

You have identified yourself during registration as possessing a Bachelor's degree or higher. (Approximately 1,000 WAC students are in your category — 10.4% of the student population).

As a part of West Los Angeles commitment to the adult student and to lifelong learning, we need some suggestions for future programs and college services.

Your comments on our existing courses and services as well as suggestions for new offerings are vitally important. Please take a few minutes to fill out this questionnaire and return it to me. Thank you.

Yours truly,


Jeanine K. Peters
Counselor — Re-entry Center
Faculty Advisor

ADULT STUDENT ASSESSMENT QUESTIONNAIRE FOR THE WLAC MASTER PLAN 1978-1983

NAME _____

1. I possess a _____ degree(s) with a major(s) in _____.
2. I obtained my degree(s) from _____ in _____.
- college/university year(s)
3. Besides WLA and the school where I obtained my degree(s), I have attended the following institutions of higher education:

college/university	areas of study	years attended

4. I am/was enrolled at WLAC in the following courses:

Fall 1977			no. of units

Spring 1978			no. of units

5. I am attending WLAC because: CHECK AS MANY AS APPROPRIATE

☐	It is close to my home.
☐	I need new skills for my job in _____
☐	It is tuition free.
☐	I enjoy learning.
☐	It fills my leisure time.
☐	I am attending classes through the Outreach Program.
☐	I am a veteran attending on the G. I. Bill.
☐	Other (Please explain) _____
☐	_____
☐	_____
☐	_____

FIGURE 3

6. Are you aware that WLAC offers personal or referral services in the following areas? ANSWER YES OR NO

____ Counseling - academic, personal, individual, group, Re-entry, career
____ Testing
____ Library resources
____ Tutoring - general, mathematics and English
____ A language laboratory and instructional center
____ TV courses for credit or non-credit
____ Independent study and work experience for credit
____ Women's Studies programs
____ Workshops in Assertive Training, Career Decision Making, Single parent, and others
____ Where to obtain foreign higher education evaluation
____ Community Services programs
____ Courses toward the California Teacher Multi-Cultural 3.3 program
____ Certificate programs

COMMENTS AND SUGGESTIONS

7. What kinds of classes, workshops or special programs would you like to see offered by WLAC? (Please suggest locations off the main campus and your day or evening preferences. Also, please suggest any locations near your residence that may not be Outreach locations at present).

(over please)

COMMENTS AND SUGGESTIONS

8. Which of the following classes or programs would you attend if the time and place were convenient? PLEASE CHECK

☐ art or anthropology exhibit
☐ management seminars
☐ jazz concerts
☐ counseling groups
☐ film series
☐ income tax preparation
☐ women's studies classes
☐ small appliance repair
☐ real estate seminars
☐ classical concerts
☐ Eastern philosophy and/or Yoga instruction
☐ investment seminars
☐ physical exercise/ body conditioning
☐ travel seminars
☐ Other (please explain) _____

9. What kinds of problems (if any) have you experienced at WLAC? PLEASE CHECK

☐ Parking
☐ Food services lacking
☐ Transportation to the campus (please circle day or evening)
☐ Courses not offered in the day or evening - please circle
☐ Other problems (please list) _____

10. If you would like to come in for advisement please call 836-7110 X245 (Counseling Office) and make an appointment.

If you would like me to call you, please note your phone number on this form and the times that would be most convenient for me to return your call.

Home Phone _____ Times available _____
Business Phone _____ Times available _____

Thank you for filling out this questionnaire. We at WLAC will be working with your comments and suggestions toward improvements, new curriculum developments, and expansion of student services. Thank you.

Jeanine K. Peters
Counselor/Faculty Advisor

Business Administration the only ones found with a frequency of over five.

In the Master's degree category it was found that there were 16 degrees mentioned. Here the types of Master's degrees cited were the M. S. (5), the M. A. (3), the M. B. A., the M. P. A., the M. L. S., the M. S. S. W., the L. L. M., and the M. S. C. Six women and eight men received these 16 degrees.

Nine different colleges and universities were represented with UCLA (4), and USC (3) predominating in California, but four of the 16 degrees were awarded out of the state.

Eleven majors were represented with English, Home Economics, and Business the only ones found with a frequency over one.

In the Doctoral degree category it was found that there were six degrees mentioned — three Ph. D.'s and three J. D.'s. Two women and four men received these degrees; all three J. D.'s were men.

Five different universities were represented with South Western Law school graduating two. Two of the six were awarded degrees out of the state of California.

One other area tabulated from this portion of the questionnaire was the breakdown into ten year spans by male and female of the dates when degrees were earned.

	Female	Male
1930's	4	6
1940's	3	3
1950's	10	5
1960's	7	12
1970's	13	14
Unknown dates	<u>4</u>	<u>1</u>
	41	41
Unknown sex		2

Another area tabulated was the number of multiple degrees: two, three, or four.

	<u>Male</u>	<u>Female</u>
Two degrees	7	8
Three degrees	2	-
Four degrees	-	1
	<u>9</u>	<u>9</u>

Item 3

All told the 62 individuals had attended 85 colleges and universities other than West Los Angeles Community College and the institutions of their graduation. Only 17 had attended other community colleges — Santa Monica Community College had been attended by 9 of the 17. It appears that the changes in the inter-district permit policy as a result of the Los Angeles Community College District's contract with the Santa Monica Community College District will have some bearing on even this segment of the student population.

The following is a breakdown of Fall, 1977 West Los Angeles Community College classes chosen and completed by the individuals surveyed as well as the frequency of enrollment.

BUSINESS DEPARTMENT

Accounting (all levels)	5
Business Data Processing	2
APL	1
Real Estate	35
Sales	1
Secretarial Science	1
	<u>45</u>

HUMANITIES AND FINE ARTS DEPARTMENT

Art	12
Foreign Languages	2
Humanities	1
Music	2
	<u>17</u>

LANGUAGE ARTS, SPEECH AND THEATER ARTS DEPARTMENT

Theater Arts	1
Writer's Roundtable	1
	<u>2</u>

MATHEMATICS DEPARTMENT

Algebra	2
Geometry	1
Statistics	<u>1</u>
	4

PHYSICAL EDUCATION DEPARTMENT

Dance	1
Sailing	1
Yoga	<u>3</u>
	4

SCIENCE DEPARTMENT

Chemistry	1
Microbiology	1
Oceanography	1
Physiology	<u>1</u>
	4

SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT

Economics	1
Psychology - Speed Reading	<u>2</u>
	3

The following is a breakdown of Spring, 1978 West Los Angeles Community College in-progress classes.

BUSINESS DEPARTMENT

Accounting (all levels)	4
APL	2
Introduction to Business	1
Business Law	1
Management	2
Real Estate (all levels)	28
Travel	<u>2</u>
	40

HUMANITIES AND FINE ARTS DEPARTMENT

Art	4
Foreign Languages	2
Humanities	2
Music	<u>3</u>
	11

LANGUAGE ARTS, SPEECH AND THEATER ARTS DEPARTMENT

English	2
Journalism	1
Theater Arts and Broadcasting	<u>3</u>
	6

MATHEMATICS DEPARTMENT

Intermediate Algebra	2
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PHYSICAL EDUCATION DEPARTMENT

Dance	1
Sailing	1
Yoga	<u>3</u>
	5

SCIENCE DEPARTMENT

Anatomy	1
Anthropology	1
Astronomy	1
Biology	1
Chemistry	1
Family and Consumer Studies	1
Nutrition	1
Physiology	<u>1</u>
	8

SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT

Sociology	1
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Item 5

This section deals with why the individual was attending West Los Angeles Community College. They were to check as many as appropriate. The following is a listing of the responses:

- 58 It is close to my home.
- 21 I need new skills for my job in _____.
- 43 It is tuition free.
- 53 I enjoy learning.
- 25 It fills my leisure time.
- 25 I am attending classes through the Outreach Program.

0 I am a veteran attending on the G. I. Bill.
25 Other (please explain) _____

Item 6

This section was devised to inform students about varied programs and services at West Los Angeles Community College as well as to find out how many individuals already knew about them. The response was as follows:

Answer yes or no if you are aware that WLAC offers the following services.

<u>Yes</u>	<u>No</u>	
<u>49</u>	<u>13</u>	Counseling - academic, personal, individual, group, Re-entry, career
<u>32</u>	<u>30</u>	Testing
<u>49</u>	<u>13</u>	Library resources
<u>40</u>	<u>22</u>	Tutoring - general, mathematics and English
<u>33</u>	<u>30</u>	A language laboratory and instructional center
<u>30</u>	<u>32</u>	TV courses for credit or non-credit
<u>32</u>	<u>30</u>	Independent study and work experience for credit
<u>28</u>	<u>34</u>	Women's Studies programs
<u>41</u>	<u>21</u>	Workshops in Assertive Training, Career Decision Making, Single Parent, and others
<u>16</u>	<u>46</u>	Where to obtain foreign higher education evaluation
<u>42</u>	<u>20</u>	Community Services programs
<u>12</u>	<u>50</u>	Course toward the California Teacher Multi-Cultural 3.3 program
<u>39</u>	<u>23</u>	Certificate programs

Item 7

This is an attempt to get suggestions helpful for future planning. Location and time suggestions were asked for as well as classes and programs. This item was open-ended in hopes of picking up any obvious possibilities overlooked by previous planners.

Item 8

This section attempted to find out about students' interests. The items included were devised in an attempt to encompass possible courses for credit as well as some that might be programs presented by community services for non-credit.

- 26 art or anthropology exhibit
- 23 management seminars
- 20 jazz concerts
- 11 counseling groups
- 27 film series
- 15 income tax preparation
- 8 women's studies classes
- 13 small appliance repair
- 31 real estate seminars
- 20 classical concerts
- 14 Eastern philosophy and/or Yoga instruction
- 32 investment seminars
- 31 physical exercise/ body conditioning
- 25 travel seminars
- 20 other (please explain) _____

Item 9

This item was an attempt to find out what were perceived as obstacles. It was open-ended in case something other than the two traditional problems, food and parking, were causing difficulties.

- 21 parking
- 8 food services lacking
- 1 transportation to the campus (please circle day or evening)
- 6 courses not offered in the day or evening - please circle
 - Day - 1
 - Eve - 5
- 26 other problems (please list) _____

Item 10

This section offered the opportunity for the individual to make an appointment for counseling as well as to have personal contact by telephone with me. Sixteen individuals responded to the second section of item 10. All were contacted by telephone either at work or at home and more input into the questionnaire was gained as well as clarification of some of their comments.

Also, eight individuals responded in the blank space at the bottom of the questionnaire, in essence, thanking me for my interest and also making positive comments — briefly and extensively on instructors and courses. It seems these individuals haven't any difficulty with the English language.

Three individuals volunteered their services as adviser/counselors — in pre-health professional advisement, as a peer counselor for re-entry women or handicapped students, and as a counselor for students going into teaching.

LIMITATIONS OF THE STUDY

There were two limitations of this study of major significance: time and numbers.

First, because of the nature of the survey, a class paper, the time in which to make the survey was limited. Two months was all the time allotted to identify the survey group, mail the questionnaire, tabulate the returns, and analyze the information. Unfortunately, there was no time to do a follow up mailing to those (48.4%) who had not responded to the questionnaire.

Second, the questionnaire was mailed to a selected random sample of

approximately 20% rather than to all individuals who had a B. A. or higher degree and had both enrolled for Fall, 1977 and Spring, 1978. Cost of mailing was a factor as well as the inability to obtain the names of all students in this category. The survey went out before the enrollment period ended. Also, the Los Angeles Community College District kept many of the registration P Cards and they were not returned until after key punched sometime in March. It was too late to include these individuals in the mailing.

RESULTS AND RECOMMENDATIONS

The results of the survey with recommendations are as follows.

Item 5 - Reasons for Attendance

As it can be seen by the results of the tabulation, a great number of individuals are attending West Los Angeles Community College because it is close to home (58) and free (43). Many of these same individuals are attending because they enjoy learning (53) and schooling fills their leisure time (23). Of the 21 individuals that stated they are here to develop new skills, 17 of them stated that these job skills are in the area of business (8) and real estate (9).

Twenty-five individuals said they came to West Los Angeles Community College for other reasons. I have organized them as follows: Real Estate interest (8); Need undergraduate classes to enter a Master's degree program in a new area (6); Renewal of a license (2); Mid-life skills or second career (3); Unrelated responses (6).

It seems that although over 80% said they enjoyed learning, approximately 50% said they are here for practical reasons.

Item 7 - Suggestions for Classes, Workshops and Locations

In spite of the fact that in item 5 over 50% of the individuals surveyed said they are here specifically for practical reasons, their suggestions in item 7 for the future are not of a practical, job-oriented, nature. Only 9 of the 59 suggestions were directly job related. Their 59 suggestions for future offerings can be broken down into four major areas:

1. Physical Education, Health and Consumer Education (23)
2. Self-Expression and the Arts (15)
3. Recreation, Hobbies and Travel (12)
4. Business Investments, Sales and Marketing (9)

Each of these areas needs a more detailed explanation. In the first area there were eight suggestions for body conditioning and mid-life exercise classes as well as five requests for various types of dance classes. Three individuals, all women, suggested Self Defense classes. Other suggestions in this first category were nutrition and health education, food chemistry, first aid, and consumer education.

The second area, Self-Expression and the Arts, included suggestions for photography, art appreciation, crafts, drawing, cultural anthropology, archeology, creative writing and assertive training.

The third major area included suggestions for recreation and hobbies such as sailing, tennis raquetball, bridge, upholstery, lapidary as well as courses on travel in Europe and the Middle East.

The fourth area seems to be the job-oriented, practical category. Suggestions for courses included tax investments, real estate investments, estate planning, sale, marketing and how to run micro-computers.

It appears that many of the suggestions involve self-develop-

ment and personal welfare. The departments of Humanities and Fine Arts, Business, Physical Education, Family and Consumer Studies, and Counseling should take note of this growing student population and schedule accordingly, specifically in the evening as 90% of the surveyed are in evening programs. Also, Community Services should take a look at this group of suggestions as they begin to plan programs in the future.

Four general neighborhoods in the West Los Angeles Community College area were suggested where classes could be offered. They were Beverly Hills, Brentwood, Santa Monica Canyon and Pacific Palisades. Six specific locations were mentioned where classes might be held. They were in Inglewood, Fox Hills, Westchester, Culver City, West Los Angeles and Pacific Palisades. A month ago I discussed these ideas with the Assistant Dean of Outreach. She showed interest in the survey and in suggestions for new classes as well as new locations. At present she is scheduling for Fall, 1978 and is taking into consideration these suggestions.

Item 6 - Knowledge of Presently Existing Services

The two items that generated responses beyond the routine checking of yes and no on item 6 were TV courses and certificate programs.

My recommendations here are that individuals with the B. A. or higher degree be mailed ITV brochures (possibly throughout the district and handled by New Dimensions) and that certificate programs receive more publicity, specifically in the registration bulletin. The latter has been discussed with the faculty member who has the responsibility of putting together the information in the registration bulletin. She has been very receptive to these suggestions.

By in large most individuals are aware of counseling, the

library resources and community services programs. What they don't know about are testing, the language laboratory, TV courses and women's studies programs. The reason for this may be that many individuals are attending off campus classes.

Item 8 - Selected Future Classes and Programs

Three general areas of interest seem to emerge from the responses to this question: cultural programs, business seminars and physical exercise programs. The responses in this section seem to follow along with the suggestions given in item 7 -- they are somewhat more personal than job related.

The last part of the item solicited other responses. These too fell into the cultural, business and physical maintenance areas. Here a few suggestions focused on home and automotive repair.

Therefore, in planning for the future it appears that more cultural programs would be in order as well as programs and services for personal growth.

Item 9 - Problems

Question 9 was designed to be open-ended in hopes that it would provide insight into problems other than the traditional ones of parking and food.

In follow up conversations on the telephone many people were willing to pursue some of these complaints. A number mentioned problems in the areas of registration procedures, cancellation of classes, and classes rescheduled to other rooms causing confusion. Others suggested that there be an orientation to campus as well as more career, peer, and general counseling in the evening. Others felt that there were problems

in sanitation and cleanliness, lack of water fountains and safety in dark parking lots. Two had complaints about instructors. A few stated that equipment was lacking such as art lockers, practice pianos and computer terminals.

It would seem to me that the following persons need to be apprised of the problems presented in item 9: Deans of Instruction, Educational Services, and Student Personnel Services, Assistant Deans of Evening Instruction and Outreach.

FURTHER RECOMMENDATIONS

As a result of this survey some further general recommendations need to be made. They are as follows.

All individuals with a B. A. or higher degree need to be added to the community services and the Outreach mailing lists.

The President, the Deans of Instruction and Student Personnel Services, the Assistant Deans of Outreach, Community Services and Career Education, and the Coordinators of Instructional Research and Development, Admissions and Records and Student Activities as well as the Head of the Counseling Department need to be further apprised of the results of this study so they may consider the responses and suggestions in planning for the future. Several individuals have been contacted. An attempt will be made to present this study at a future meeting of administrators — possibly a deans' meeting.

The President of the college should consider assigning this study to the Coordinator of Institutional Research and Development for continuance and expansion. A Commitment needs to be made to these students with a B. A. or higher degree as they comprise 10.4% of the population.

They should be considered in the areas of instruction as well as in the areas of support services and community services.

In order to validate this study some follow-up measures should be taken.

In Fall, 1978, this questionnaire, possibly revised, might be sent out to all individuals with a B. A. or higher degree rather than to just a random sample.

Another study might be initiated that tries to ascertain the reasons for non-enrollment after filing an application, reasons why individuals who do enroll don't show, and reasons why individuals withdraw or drop out of classes. These drop-outs represented approximately 35% of the students with B. A. or higher degrees in Fall, 1977.

Since this study has implications in the areas of curriculum, outreach, community services and student personnel services, it seems to me that there might be a need for a new administrative position, that of Coordinator of Adult Students, which would include the individuals sampled in this survey. As the average age of the students at West Los Angeles Community College is 29, it is clear that more consideration needs to be given to the Adult Student. If this is an age of cut backs and a new position is not feasible then there needs to be some reorganizing or coordination of duties.

In designing this survey I was aware that this is a relatively new student population, that more and more older people are returning to school, that not much has been done to find out what these individuals are doing and thinking, and that this group of people needs to be looked at seriously. These adults obviously see themselves as enjoying learning. Successful college graduates continue to appreciate and value learning

in varied fields and learning for learning's sake. We may yet learn that learning — exploring out of curiosity — is as basic to the human being as food and shelter and security.

These "curious" adults, returning women and lifelong learners, are beginning to be recognized as a source of income and future enrollment. It is now time to find out more about them and their needs and wishes in planning college programs. This survey indicates four concerns and therefore, four areas for curriculum and program expansion:

Health (including Physical Education and Consumer Education)

Self-Expression and the Arts

Recreation (including travel and hobbies)

Money Management (including investments and estate management).

College graduates are back. They are here to stay. Have we, as administrators, recognized this fact? Now what are we going to do about it? And how fast?

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